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ABSTRACT

For many years, a dual enrollment program for academically talented high school students has been offered at Miami-Dade Community College (MDCC), permitting approved students to take up to 25 credit hours each year to simultaneously satisfy high school graduation criteria and MDCC associate degree requirements. The program helps fulfill the mission of the college to provide challenge and stimulation to gifted students. An examination of dual enrollment data from 1970-71 through 1985-86 and the transcripts of 376 fall 1982 dual enrollees who later attended MDCC revealed the following: (1) program participants from Dade County high schools took between five and six credits per year at MDCC; (2) in 1985-86, 78% of the grades made by dual enrollment students at MDCC were at least satisfactory (C or better); (3) in 1985-86, 167 different courses were taken by dual enrollees, with the heaviest concentration in the fine and applied arts; (4) 66% of the program participants in 1985-86 were White, 20% were Hispanic, and 8% were Black; and (5) as of winter 1986-87, 31% of the fall 1982 dual enrollees had graduated from MDCC, 16% were still attending MDCC, and 53% had left the college. The study report includes background information about dual enrollment programs nationally and in Florida, 14 data tables on enrollees, 7 appendixes providing supplementary tables and relevant forms, and a 20-item bibliography. (EJV)

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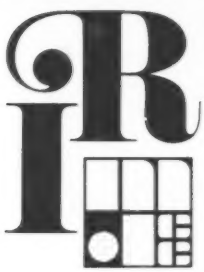

Institutional Research

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Miami-Dade Community College

DUAL ENROLLMENT:

A LONGITUDINAL STUDY OF THE 1982-83 COHORT

Research Report No. 88-04

February 1988

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Research Associate

OFFICE OF INSTITUTIONAL RESEARCH

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Abstract

Community Colleges throughout the nation are increasingly acquiring the reputation of being college preparatory (basic skills) oriented. What is not as well known is the fact that community colleges also have programs in which students are exemplary among institutions of higher learning. The dual enrollment report emphasizes the fulfillment of another important mission of community colleges i.e., to provide challenge and stimulation to the academically talented and gifted student. Academic balance is enhanced by serving the needs of both categories of students. Dual enrollment is defined as the simultaneous course enrollment at a high school and a college for credit which satisfies graduation requirements in the former, and the associate degree requisites in the latter.

A national historical view and the leadership that Florida is exerting are presented. Fourteen tables of data on dual enrollees have been constructed. These tables include detailed data required for State of Florida Department of Education monitoring; college-wide, campus, credit, discipline, course, grades, ethnic, etc. data are also reported. Transcripts of the Fall 1982 cohort were analyzed in order to determine outcomes as these dual enrollees matriculated across the years.

A few points that stand out are:

1. Dual enrollment programs have taken many different forms historically and nationally.
2. Dual enrollment programs have been instrumental in accelerating students through the educational system.
3. The intellectual needs of students are accommodated by this program.
4. State mandated monitoring of dual enrollment outcomes is increasing.

5. At Miami-Dade Community College, dual enrollees with few or no college preparatory courses (for the Fall 1982-83 cohort) were more likely to graduate. At least one college preparatory course was taken by 25% of the dual enrollees. (For the past several years, students needing remedial work were not permitted by Miami-Dade Community College to be dual enrolled).

6. Of the 376 students in the 1982 cohort of dual enrollees who attended M-DCC after completing high school, 31% (N=116) graduated from M-DCC as of Fall 1986; 16% (N=60) are still continuing at M-DCC as of Winter 1986-87; 53% (N=200) left the college. Among the leavers, 48% (N=95) left in good standing.

7. The success rate of dual enrollments (defined as graduated, still continuing their education, or left in good standing) is 72% (N=271). It compares to the 60% (N=6,850) success rate for the total college in the 1982 cohort, regardless of basic skills status.

DUAL ENROLLMENT:

A LONGITUDINAL STUDY OF THE 1982-83 COHORT

BACKGROUND

Definition

Dual enrollment is defined as the simultaneous course enrollment at a high school and a college for credit which satisfies graduation requirements in the former, and the associate degree requisites in the latter. The dual enrollment report examines the rationale, history, and development of this mechanism for the acceleration of students through the higher education system. It also examines the dual enrollment program at Miami-Dade Community College (M-DCC). Dual enrollments are one aspect of the multi-faceted program of promoting excellence in higher education. Future research reports from the Office of Institutional Research will deal with other components of the program for academic excellence.

Mission Relationship

The concept of dual enrollments has been in existence for decades and its implementation has taken many different forms over the years. Dual enrolling serves multiple purposes both for the student and for the institution involved. Looking at it first from the perspective of the community college, it fulfills one of the many missions of the college --- providing challenge and stimulation to the academically talented and gifted student. Bay (1978) reported a study by Samson which showed that 20% of community college students fell into the top quartile of their high school graduation class. The dual enrollment program aids in capturing and developing this cohort before their graduation from high school, thus providing incentive to pursue higher education. The academic balance and diversity which the dual enrollment program helps to achieve (McCabe, 1982) serves to dispel the notion that the students at community colleges are confined to the college preparatory (remedial) and vocational education categories. If one were to

scrutinize the backgrounds of high achievers across professions, one would find attendance at community colleges among many of these professionals during earlier years of their postsecondary education (whether dual enrollee or otherwise), according to memoranda from L. Kline (personal communication, Miami-Dade Community College, 1978-1981).

The perception of the public is becoming increasingly sensitive to the concept that democracy of opportunity applies to the full continuum of abilities at the community college level, not merely restricted to those requiring academic remediation. As economic situations dictate, accelerated learners opt to receive their postsecondary education at the local level (Bentley-Baker, 1985). Their positive experiences and familiarity with the local community college is potentially influential in college selection.

Mission Attainment

Community colleges have deliberately cultivated the circumstances for attracting high ability students (Emerson, 1985; Link, 1983; Miami-Dade Community College, 1983; R. D. Turlington, personal communication November 16, 1984). Services, facilities, awards, curricula, and faculty are chosen expressly to maximize the nurturing of these students. Guidance, mentorship, special projects, innovative processes, creative and critical thinking development as well as cultural activities are inherent entities in many acceleration programs. Transfers from community colleges to quality and competitive institutions in demanding fields for baccalaureate and advanced degrees occur among former dual enrollees as well as non-dual enrollees (Purdue University, communication June 11, 1986; University of Chicago, personal communication June 11, 1986; Smith College, personal communication June 5, 1986; Baldwin, 1986). Past dual enrollees as well as non-dual enrollees have been successfully established in their communities (Miami-Dade Community College Office of Alumni Affairs, 1987).

Some Historical Perspectives of Dual Enrollment

Dual enrollments have assumed a variety of forms and intent historically and nationally. For example, the market need for technologically trained persons prompted the development of dual enrollment programs for gifted high school students in the high technology fields (Johnson, 1983). DeLuca (1977) compared the career-industrial dual enrollment program with the regular freshman class along several variables. DeLuca found that retention rates, grade point averages and percent receiving A and B grades were higher among dual enrollments than among the regular college freshmen. There are numerous corroborations in earlier studies of similar accomplishments among dual enrollees (Bentley-Baker, 1985). More recently, Parker (1986) reported through the Florida State Board of Community Colleges Program Planning Committee that 26.9% of dual high school students achieved grades of A as compared to 18.1% for regular college students in Florida.

In another dual enrollment program, apprenticeship in the trades was combined with college study, thus meeting requirements of indenture together with associate degree attainment (International Union of Operating Engineers, 1977). This latter information source also described local and regional dual programs designed to articulate with the bachelor degree program at Dickinson State College in North Dakota. Dual enrollment programs joining comprehensive high schools and vocational technical colleges were instituted in the District of Columbia Public Schools (District of Columbia Public Schools, 1984).

With regard to the issue of academic ability balance, the high ability student, whether a dual enrollee or otherwise, is often found in technical programs (DeLuca, 1977; Shea & Stannard, 1977; Johnson, 1983). In the analysis of program requirements, the stringency of prerequisites and corequisites in the physical and mathematical sciences would challenge the notion that students in the technical areas are of a lesser academic breed (M-DCC, 1986). While dual enrollment programs can be specific with respect to objectives and career orientation, the breadth of their program offerings will be seen later in this report.

An extraordinarily creative dual enrollment program from many points of view is that of the New World Center of the Arts (formerly, the Performing and Visual Arts Center) at Wolfson Campus, Miami-Dade Community College. Entrance into this program is accorded high school students (already "distinguished" in their field of creativity) only after rigorous auditioning. Students thus selected receive their comprehensive high school education at this center while training in dance, music, musical theatre, theatre or the visual arts. Accomplished through the joint efforts of the Dade County School System, Miami-Dade Community College and Florida International University (a Miami based state university), this center opened its new home on Wolfson Campus in the Fall Term of 1987. The integration of all facets of education through the sharing of planning, decision-making, funding, facilities, and faculty help to facilitate the flow through high school, community college and the university of students at the New World Center of the Arts (M. Pelton, personal communication April 1987).

A search of the literature further indicates that dual enrollment articulation agreements are broader than those of public high schools with community colleges. Articulation agreements exist between community colleges and universities, between public and private institutions, between technical colleges and universities. For example, articulation agreements between Pima Community College and the University of Arizona resulted in dual enrollments at all class levels of the university (Baker, 1979). Harpur College of the State University of New York and Brooms Community College linked the liberal arts bachelor degree program with the vocationally oriented associate in science degree programs (Shea & Stannard, 1977).

Because of the proliferation of dual enrollment and concurrent (college course not approved for satisfying high school graduation requirements) enrollment programs with their numerous variability of requirements and details, some measure of uniformity was perceived necessary. At the Annual Conference of the American Association of Community and Junior Colleges in Georgia in 1978, Vernon addressed the issue of policy differences with respect to admission criteria, funding, and credit validity of these programs.

Support and Monitoring of the Dual Enrollment Program

A systematic study was undertaken to review cooperative agreements between the Florida public schools (K-12) and Florida community colleges (Lawton and Magruder, 1984). Of much concern were practices and policies pertaining to dual enrollments with regard to the funding of programs, facilities, faculty and logistical problems. This study resulted in the identification of exemplary articulation and cost efficient programs.

Florida legislative appropriations (Rule 6A-10.241, FAC) for programs fostering the gifted and academically talented student served many purposes. Among these purposes were 1) meeting the needs of the community at-large, 2) carrying forth the multiple mission of community colleges, and 3) responding to employer needs. The Florida Postsecondary Education Planning Commission and the State Board of Education guided the installation of these programs in the Florida educational system. All twenty-eight of Florida's community colleges participated in the dual enrollment program. As many as 600 dual public high school enrollment could be found in a single college (Parker, 1986). The overall involvement of dual enrollments as a ratio of total secondary school enrollment (4,223:284,635) in 1984-85 was 1.5% (Parker, 1986). The Lawton and Magruder study of 1984 (prepared pursuant to Specific Appropriation 20A, Chapter 83-350, Laws of Florida), sought to encourage dual enrollment programs by means of exemplars in articulation agreements. Thus indirectly, this study channeled the course and nature of dual enrollment programs.

In recent years, a fairly complex annual evaluation report on dual enrollments was prepared by each community college for submission to the Florida Commissioner of Education. Contained in this report are such data elements as number and percentage of students participating by public high school in each community college district. Performance grades attained by dual enrollees are compared to grades made by the regular college students in those same courses. A number of other data elements are included in this report and eventually, these data will be submitted by electronic tape and analyzed in statistical aggregation across colleges.

DUAL ENROLLMENTS AT MIAMI-DADE COMMUNITY COLLEGE

Although dual enrollments existed for many years at M-DCC, systematic detailed data collection did not begin until 1982-83. This acceleration program includes Dade County public and private high school students as well as public and private high school students in other Florida counties for grades 9 through 12. However, the only population of these students monitored in the State of Florida reports to the Division of Community Colleges for funding purposes are public high school students in Dade County. These students must have met the criteria for accelerated education and participated in the dual enrollment program. The prescriptions and procedures for dual enrollments are specifically outlined (Miami-Dade Community College Technical Manual of Procedures, 1983).

Except for the students at the then Performing and Visual Arts Center (who had other special as well as overlapping criteria to meet), the enrollment criteria for dual enrollment consist of the following:

1. A minimum high school grade point average of 3.0 for the last two semesters.
2. Recommendation to the program by the school counselor and principal together with the parent's approval.
3. Successful completion of all sections of the basic skills assessment test.
4. An expressed intent by the student to work toward a degree in higher education and, lastly,
5. A personal interview with an advisement/counseling staff member at the college.

Approval as a dual enrollee (Appendix A) allows students to take up to 25 credit hours each year (7 credits each for Fall, Winter, Summer, and 4 in the Spring) with tuition and instructional materials paid for by college/state funding (Appendix B).

Dual enrollment data at Miami-Dade Community College have existed, heretofore, in bits and pieces in numerous files. This report has consolidated these varied data in order to provide a more comprehensive picture of

the dual enrollment program at the college. These data fall into two distinctive categories---those of enrollment per se and those from transcript analyses of the Fall 1982 cohort of high school dual enrollments attending the college at that time.

Fourteen tables have been created to deal with the dual enrollment data. Tables 1-7 relate to headcount and course data; Tables 8-13 are transcript analyses data; Table 14 compares dual enrollment data systemwide. Table 1 presents a combination of dual enrollment and concurrent enrollment data covering 1970-71 through 1985-86. Data do not differentiate between these two groups; enrollments are unduplicated within terms but are likely to be duplicated across terms as the same population of students persist across semesters. The sharp decline in dual/concurrent enrollments in 1982-83 can be attributed in part to the imposition of the policy that all sections of the basic skills assessment test be passed by concurrent enrollments, as one of several criteria for taking college courses.

Table 2 shows annual unduplicated dual enrollment data required by the Florida Department of Education, Division of Community Colleges for 1980-81 through 1985-86. Across the years, students from the Dade County high schools take between five and six credits a year. In 1985-86 the average number of credits taken dropped to 4.6. Up to this latter point, non-Dade County dual enrollments were included in the data reported. The omission of out-of-county students in 1985-86 did not ostensibly effect the figures. However, the increase of numbers of enrollments in-county without concomitant increase in number of credits taken lowered the average credits per student.

Table 3 differs from most other tables in this report in its inclusion of junior high as well as senior high school students. Closing term and campus data are displayed by new high school dual enrollee, continuing dual enrollee, and former dual enrollee for three years (1983-84, 1984-85, 1985-86). New students are first time dual enrollees; they remain in this enrollment category for only one semester after which they are classified as continuing. Former enrollees are those dual students who disengaged from the dual enrollment program and who later returned. Medical

Campus is little involved in dual enrollment courses. Most students at this campus are in programs well beyond the first college year. As might be expected, the burgeoning of Spring/Summer enrollments is due largely to the influence of junior high school activity. A number of programs for junior high accelerated students have been developed and enrollment data reflect them. Again, term data are only unduplicated within term.

The summarization by discipline of courses and grades is seen in Table 4. This table capsulizes the State of Florida report used to compare the performance of dual enrollees with those of the regular college students taking the same courses. In 1985-86, 78% of the grades made in courses were at least satisfactory (A,B,C). This compares to 76.3% (Parker, 1986) for Florida system-wide. By-and-large, the heaviest concentration of students (57.2%) is in the Fine and Applied Arts discipline. A considerable percentage gap exists for the second largest group, the Social Science discipline at 22.4%; the bulk of students in this discipline are centered in two courses (International Relations and World Civilization to 1715) which are part of the high school in Israel program. The third largest group (4.8%) is worthy of note in that these represent the same group of students who have completed a sequence of four key engineering courses in electronics while still in high school. For the biological science discipline, microbiology students are also in this group of concentrated applications.

Specific courses and course grades for dual enrollees attending M-DCC in 1985-86 can be found in Appendix C. Many of these courses were taught at the high school itself exclusively for high school dual students by high school teachers qualified to teach these courses; otherwise adjunct faculty were involved. The courses were approved by the Dade County school system in conjunction with M-DCC. All courses satisfy high school graduation and college degree requirements. In 1985-86 there were 167 different courses taken by these dual enrollees. Even though the Performing and Visual Arts Center program (New World Center of the Arts since Fall 1987) was not implemented until 1982-1983, 57% of these dual enrollments were in the fine and applied arts courses. In the distribution of letter grades, 83.2% of grades given were "B" or better. The failure rate was 1.6%. In Appendix C, the total count of high schools represented and the number of

dual enrollments (public and private, in-county and out-of-county) are duplicated across courses and disciplines.

Table 5 shows the grades attained by dual enrollments in Dade County public high schools. Grades of C or better are in similar proportions (77%) to those of all participating high schools. The grade of "other" includes incompletes, withdrawn or not reported. Large numbers of fine arts students are found at Killian, Miami Beach, North Miami Beach, Palmetto, Southwest, and Sunset high schools. The high school in Israel program draws its greatest enrollments from Killian, North Miami Beach, and Palmetto High Schools.

A number of out-of-county and private non-Dade County schools have participants in the dual enrollment program at Miami-Dade Community College (Table 6). Enrollments may be duplicated, for many students take more than one course during the academic year.

Table 7 (and Appendices D-G) present unduplicated data within and between categories by college-wide and campus for each of the special dual enrollment programs for 1983-84 and 1984-85. (For PAVAC, there are three years of data.) These are the only ethnic and gender data available for the report. Note that these tables include junior high school students. (The reader is cautioned against comparing course enrollments [duplicated senior high school] against the "Y coded" enrollments of this set of tables [unduplicated with both junior and senior high school students]). A few items are called to the reader's attention. PAVAC enrollments nearly tripled over three years with a 1985-86 size of 348. Across two years, the number of enrollments for the Greater Miami High School in Israel program increased sixfold to 371.

The Individual Student category consists of high school students taking courses at M-DCC that were not approved by either institution for meeting graduation requirements. The Courses at High School Facility category, according to the Office of Admissions and Registration Services, is vastly under-reported; M-DCC is dependent upon these data from site officials. In terms of unduplicated within categories headcount, the

largest number of dual enrollments are found in the Israel and PAVAC programs. Proportionately, they are 26.3% and 24.6% respectively for 1985-86. For the academic year, College-wide, the number of females exceeds that of males by a few percentage points; two out of three enrollments in these programs are white non-Hispanics. Nearly 20% are Hispanics and approximately 8% are black non-Hispanics. For the most part, once the program became established, its growth has been marked.

For 1985-86, 27% of these dual enrollments were from North Campus (Appendix D) and these enrollments were mainly focused in the Individual Student enrollment category and the college President's Summer Program, formerly called the Governor's Summer Program. South Campus (Appendix E) contributed 57% of enrollments to the dual enrollment program in the same year. These students clustered in the PAVAC and Israel categories. Wolfson Campus (Appendix F) had 15% of the dual enrollments chiefly due to its Central Agency/Jewish Education component. Medical Campus had a total of five dual enrollments registering in the Individual Student category (Appendix F).

TRANSCRIPT ANALYSES

Tables 8 through 13 examine the Fall 1982 cohort of dual enrollments by way of transcript analyses. These students were dual enrollees prior to their graduation from high school and continued at Miami-Dade Community College subsequent to their high school graduation. Transcripts of this cohort were generated in winter 1986-87, enabling a follow-up of the progress of these Fall 1982 cohort through the system. These students were looked at from three perspectives - graduations, still enrolled, and leavers. (PAVAC was in its formative stage). Of the enrollees in this cohort, 116 (31%) graduated, 60 (16%) as of Fall 1986-87 are still continuing their education at M-DCC an d 200 (53%) left the institution. Among those who left, 95 (48%) were successful (Grade Point Average of 2.0 or better).

The graduation rate after three years at M-DCC reported by Morris (1985) was 33% among full-time students who had no basic skills deficiency in any area. The graduation rate (31%) for students in the dual enrollment categories may have been influenced by being part-time enrollees and having basic skill(s) deficiencies.

Table 8 indicates that 103 of the Fall 1982 cohort of dual enrollees graduated from M-DCC with an Associate in Arts degree. Graduates span the range of disciplines; however, the concentration of graduates fall under the business and engineering disciplines. Twenty-five percent of these graduating dual enrollees were involved in at least one college preparatory course. Table 9 displays data for those former dual enrollments who graduated from Miami-Dade Community College with an Associate in Science degree. These 13 graduates met all required General Education requirements as well as the large number of program major requirements. Nearly all of M-DCC principal programs are represented here.

Table 10 shows the 1982 cohort of dual enrollees who are still continuing their education at Miami-Dade Community College. In Fall 1986,

these students declared their program as well as their intent to acquire an Associate of Arts degree. Fifty students were found in this group. The Business Administration program drew the most declarations. Irrespective of their program declarations, if courses did not indicate direction toward the declared program, the student was placed in the undecided category. Excluded from calculations were nine students in this cohort who continued to attend M-DCC even though they had graduated from the College. Courses currently in progress were deleted from the analyses. The volume of credits accumulated would lead one to believe that a number of these students are nearing fulfillment of graduation requirements. However, 19 students (38%) are in Standards of Academic Progress (SOAP) categories either for excessive withdrawals or for low grade point averages. More than 50% of these continuing students took at least one college preparatory course after their graduation from high school. This situation is related to the fact that in 1982, passing the basic skills assessment battery was not yet mandatory for dual enrollees while they were still in high school.

Table 11 is the Associate in Science counterpart of Table 10. There are ten occupational dual enrollees still continuing their education in the Fall Term 1986. Nine of them are in the clear category of SOAP. This means that they are within permitted bounds regarding GPA (2.0+) and number of courses withdrawn. Three students were in at least one college preparatory course. Most of these students are within the credit range for graduation. The same strictures elucidated for the previous table apply here and for the succeeding two tables.

Table 12 deals with Associate in Arts leavers from Miami-Dade Community College who were dual enrollments while in high school. In the 1982 cohort of 376 students, 157 (41.8%) left the college....some after one semester, others continued until the end of the 1985 academic year. Of these leavers, 45.8% were in SOAP categories and 37.6% had at least one college preparatory course. Many students who took college preparatory courses were also in SOAP categories. Nearly 50% of Associate of Arts leavers had grade point averages of 2.0 or better; 25% of these attained a GPA of 3.00-4.00. From this latter group could be drawn those students who may have transferred to senior institutions of higher learning. The largest

number of leavers were in the business, health, and engineering disciplines. Approximately 30% of leavers were in the undecided/Pre-Bachelor of Arts area. Credits accumulated ranged from 0 through 90 among these A.A. leavers.

Table 13 shows leavers from Associate in Science degree programs who were former dual enrollees. There were 43 of these students. Nearly 60% of them were in SOAP categories and close to 50% were in college preparatory courses. However, 40% of these A.S. leavers had GPA's of 2.00-4.00. Up to 75 credits were taken by this group.

FLORIDA SYSTEM-WIDE

Table 14 gives a comparison of the number of dual enrollments among the community colleges in Florida for the academic year 1864-85. There were 207 public high schools participating and each of the twenty-eight community college districts was represented. For state report purposes, private high schools (which comprise more than 50% of the high schools) are omitted from the counts on this table. These students are nonetheless enrolled in community colleges while still attending high school. The top 20% of colleges in terms of number of public high school dual enrollments comprise nearly 65% of the dual enrollments in the Florida system.

In summarizing the dual enrollment report, a few points that stand out are:

1. Dual enrollment programs have taken on many different forms historically and nationally.

2. Dual enrollment programs have been instrumental in accelerating the passage of students through the educational system.

3. The intellectual needs of students are accommodated by this program.

4. State mandated monitoring of dual enrollment outcomes is increasing.

5. At Miami-Dade Community College, dual enrollees with few or no college preparatory courses are more likely to graduate. At least one college preparatory course was taken by 25% of the graduating dual enrollees; mandatory competencies for participation in the dual enrollment program had not yet taken effect for these students.

6. 31% (N=116) of the 376 students in the 1982 cohort of dual enrollees who attended M-DCC after completing high school, graduated from M-DCC by Fall 1986; 16% (N=60) are still continuing at M-DCC as of winter 1986-87; 53% (N=200) left the college. Among the leavers, 48% (N=95) left in good standing.

7. The success rate (defined as graduated, still continuing their education, or left in good standing) is 72% (N=271).

Were the study conducted after the State of Florida mandatory requirement that all basic skills assessment tests be passed in order to qualify for the dual enrollment program, the rates of graduation would likely be higher. Because PAVAC had just come into being in Fall 1982 when this cohort was examined, the report does not reflect their performance. Follow-up of a later cohort which includes this group should prove interesting.

Table 1

Dual High School* and Concurrent** Enrollments***
Miami-Dade Community College
Closing Term Data 1970-71 through 1985-86

COLLEGE-WIDE

Years	Term							
	Fall		Winter		Spring		Summer	
	No. of High School Enrollees	Percent of Term Enrollment	No. of High School Enrollees	Percent of Term Enrollment	No. of High School Enrollees	Percent of Term Enrollment	No. of High School Enrollees	Percent of Term Enrollment
1970-71	135	0.5	281	1.0	77	0.5	211	1.8
1971-72	281	0.9	263	0.9	99	0.6	219	2.0
1972-73	264	0.9	299	1.0	164	1.0	263	2.5
1973-74	353	1.1	865	2.7	496	2.7	606	5.1
1974-75	992	2.8	1,630	4.4	1,090	4.6	1,056	7.3
1975-76	1,131	2.8	1,124	2.9	697	2.7	579	4.0
1976-77	845	2.1	1,033	2.5	602	2.3	457	3.5
1977-78	883	2.1	988	2.3	781	2.6	495	3.9
1979-80	1,026	2.4	1,308	3.0	637	2.4	529	3.9
1979-80	1,018	2.4	1,603	3.7	945	3.1	727	5.6
1980-81	1,110	2.5	1,300	3.1	717	2.4	793	5.9
1981-82	1,030	2.5	1,330	3.2	1,067	3.5	906	6.4
1982-83	742	1.8	653	1.6	475	1.7	619	4.5
1983-84	540	1.3	613	1.5	327	1.2	595	4.3
1984-85	569	1.4	512	1.3	467	1.7	394	3.2
1985-86	744	1.8	373	0.9	120	0.4	515	3.8

*Includes first-time-in-college, former, and continuing dual enrollments.
**Courses taken external to requirements for high school graduation.
***Enrollments are duplicated across terms.
Source: RSP80J00, SRG18J00

Table 2

Unduplicated Dual Enrollment
Miami-Dade Community College
1980-81 Through 1985-86

Year	Unduplicated Individuals	Credits	Average Credits Per Student
1980-81	2,550	12,679	4.97
1981-82	2,870	14,901	5.19
1982-83	1,504	9,956	6.62
1983-84	1,483	9,113	6.14
1984-85	1,362	7,002	5.14
1985-86*	1,481	6,849	4.62

*Dual enrollments out-of-county omitted

Data Source: OA2/SRG81 Dual Enrollment Report 1980-81 through 1985-86.

Table 3

Junior and Senior High School Dual Enrollment at Miami-Dade Community College
Closing Term by Campus
1983-84 Through 1985-86

Category	Fall										Winter										Spring/Summer										College Total
	Campus										Campus										Campus										
	North		South		Wolfson		Medical		Term Total	% of Annual	North		South		Wolfson		Medical		Term Total	% of Annual	North		South		Wolfson		Medical		Term Total	% of Annual	
	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%	No.	%			
1985-86																															
New High School	106	23.2	246	54.0	104	22.8	0	0.0	456	31.7	18	17.0	36	34.0	51	48.1	1	0.9	106	7.3	288	32.8	368	41.9	220	25.1	2	0.2	878	61.0	1,440
Continuing	98	36.0	122	44.9	52	19.1	0	0.0	272	31.7	31	12.1	104	40.6	121	47.3	0	0.0	256	29.8	171	51.8	127	38.5	32	9.7	0	0.0	330	38.5	858
Former	8	50.0	3	18.7	5	31.3	0	0.0	16	21.9	2	18.2	2	18.2	7	63.6	0	0.0	11	15.1	20	43.5	20	43.5	6	13.0	0	0.0	46	63.0	73
Total	212	28.5	371	49.9	161	21.6	0	0.0	744	31.4	51	13.7	142	38.1	179	48.0	1	0.2	373	15.7	479	38.2	515	41.1	258	20.6	2	0.1	1,254	52.9	2,371
1984-85																															
New High School	70	20.3	132	38.3	129	37.4	14	4.0	345	25.5	25	27.5	15	16.5	51	56.0	0	0.0	91	6.7	348	38.0	528	57.6	32	3.5	8	0.9	916	67.8	1,352
Continuing	73	35.3	94	45.4	40	19.3	0	0.0	207	15.1	121	29.3	188	45.5	104	25.2	0	0.0	413	30.1	314	41.7	387	51.4	48	6.4	4	0.5	753	54.8	1,373
Former	4	23.5	9	53.0	4	23.5	0	0.0	17	33.3	2	25.0	2	25.0	4	50.0	0	0.0	8	15.7	20	76.9	6	23.1	0	0.0	0	0.0	26	51.0	51
Total	147	25.8	235	41.3	173	30.4	14	2.5	569	20.5	148	28.9	205	40.0	159	31.1	0	0.0	512	18.4	682	40.2	921	54.4	80	4.7	12	0.7	1,695	61.1	2,776
1983-84																															
New High School	122	46.0	107	40.4	35	13.2	1	0.4	265	18.7	36	26.9	23	17.2	74	55.2	1	0.7	134	9.5	397	39.1	397	39.1	222	21.8	0	0.0	1,016	71.8	1,415
Continuing	156	59.1	84	31.8	24	9.1	0	0.0	264	18.1	265	56.6	153	32.7	50	10.7	0	0.0	468	32.1	291	40.1	377	51.9	56	7.7	2	0.3	726	49.8	1,458
Former	9	81.8	0	0.0	2	18.2	0	0.0	11	11.7	6	54.5	4	36.4	1	9.1	0	0.0	11	11.7	52	72.3	14	19.4	6	8.3	0	0.0	72	76.6	94
Total	287	53.1	191	35.4	61	11.3	1	0.2	540	18.2	307	50.1	180	29.3	125	20.4	1	0.2	613	20.7	740	40.8	788	43.4	284	15.7	2	0.1	1,814	61.1	2,967

Source: Research Report Nos. 86-07, 86-23, 86-32

Table 4

Summary of Dual Enrollment
by Discipline
1985-86

Discipline	Number of Courses	Grades						Total Course Enrollments	
		A	B	C	D	F	Other	Number	Percent
Biological Sciences	9	33	17	14	2	0	5	71	3.2
Communications	3	49	4	0	0	5	0	58	2.7
Computer and Information Services	9	33	10	3	0	0	0	46	2.1
Education	2	5	2	0	0	0	0	7	0.3
Engineering	4	16	26	21	12	7	22	104	4.8
Fine and Applied Arts	89	392	296	144	43	20	349	1,244	57.2
Foreign Language	16	36	19	11	3	1	1	71	3.2
Health	1	1	0	0	0	0	0	1	0.1
Letters	6	26	4	0	0	0	0	30	1.4
Mathematics	8	12	15	6	4	1	3	41	1.9
Physical Sciences	7	4	3	1	0	0	0	8	0.4
Psychology	3	3	2	2	0	0	0	7	0.3
Social Sciences	10	197	287	1	0	0	1	486	22.4
Total	167	807	685	203	64	34	381	2,174	100.0

Source: EALTST85 Grade Report

Table 5

Grades by Dade County Public High School Dual Enrollments
1985-86 Academic Year

High School	Number of Courses	Grades						Total Enrollment	Enrollment Concentration
		A	B	C	D	F	Other		
American	24	12	10	5	0	0	9	36	
Carol City	14	6	2	0	0	0	7	15	
Central	10	1	6	2	0	0	2	11	
Coral Gables	41	33	11	3	0	0	12	59	
Coral Park	48	23	22	18	0	0	22	85	
Douglas McArthur	1	1	0	0	0	0	0	1	
Edison	13	4	5	2	0	0	2	13	
Hialeah	47	35	19	6	1	0	19	80	
Hialeah-Miami Lakes	47	32	18	18	3	0	15	86	
Homestead	11	5	1	4	0	0	2	12	
Jackson	7	7	2	0	0	0	2	11	
Killian	51	46	54	10	7	3	50	170	F&A, IR, WH*
Miami Beach	45	46	52	16	6	2	19	141	F&A
Miami Senior	16	10	8	1	1	0	7	27	
Miami Springs	10	6	4	1	0	0	3	14	
Norland	56	28	25	13	1	2	11	80	
North Miami	45	22	16	8	3	2	17	68	
North Miami Beach	50	57	62	10	5	3	15	152	F&A, IR, WH
Northwestern	12	5	4	3	0	0	0	12	
Palmetto	35	118	98	19	10	7	0	252	F&A,EET,IR,WH
South Dade	10	1	2	3	0	1	3	10	
South Miami	29	11	11	5	2	2	11	42	
Southridge	30	26	22	5	3	2	18	76	
Southwest	44	35	47	22	10	8	19	141	F&A
Sunset	65	76	49	0	11	2	57	195	F&A
Total		646	550	174	63	34	322	1,789	

*F&A Arts = Fine & Applied Arts
IR = International Relations
EET = Electronics Engineering
WH = World History

Table 6

Grades for Dual Enrollments by Public and Private High School in Florida
1985-86 Academic Year

High School	Number of Courses	Grades						Total Enrollment
		A	B	C	D	F	Other	
Abbott (Key Largo)	3	0	0	0	0	0	3	3
Academy of Holy Names (Tampa)	2	4	2	0	0	0	0	6
American	24	12	10	5	0	0	9	36
American Heritage (Plantation)	2	0	2	0	0	0	0	2
Archbishop Curley	7	2	3	0	0	0	4	9
Benjamin School (North Palm Beach)	2	0	2	0	0	0	0	2
Boca Raton Community High School	2	2	3	0	0	0	0	5
Cape Coral	2	1	3	0	0	0	0	4
Carol City	14	6	2	0	0	0	7	15
Central	10	1	6	2	0	0	2	11
Chaminade (Hollywood)	3	1	1	1	0	0	0	3
Christopher Columbus	2	2	0	0	0	0	0	2
Continental Military Institute	2	1	1	0	0	0	0	2
Cooper City (Broward County)	2	0	3	0	0	0	0	3
Coral Gables	41	33	11	3	0	0	12	59
Coral Park	48	23	22	18	0	0	22	85
Douglas MacArthur	1	1	0	0	0	0	0	1
Edgewater (Orlando)	3	5	3	0	0	0	0	8
Edward Pace	14	10	1	0	0	0	3	14
Edison	13	4	5	2	0	0	2	13
Faith Christian Academy (Orlando)	1	0	1	0	0	0	0	1
Forest Hill (West Palm Beach)	2	2	0	0	0	0	0	2
Ft. Myers	3	8	3	0	0	0	0	11
Gulliver Preparatory	2	2	0	0	0	0	0	2
H. B. Plant (Tampa)	2	2	0	0	0	0	0	2
Hialeah-Miami Lakes	47	32	18	18	3	0	15	86
Hialeah SH	47	35	19	6	1	-	19	80
Hollywood Hills	2	6	6	0	0	0	0	12
Homestead	11	5	1	4	0	0	2	12
Jackson	7	7	2	0	0	0	2	11
Jewish HS (N. Miami)	2	2	0	0	0	0	0	2
Jupiter HS	2	0	2	0	0	0	0	2
Killian	51	46	54	10	7	3	50	170

Table 6
(continued)

Grades for Dual Enrollments by Public and
Private High School in Florida
1985-86 Academic Year

High School	Number of Courses	Grades						Total Enrollment
		A	B	C	D	F	Other	
Lake Brantley (Altamonte)	2	7	3	10	0	0	0	20
Lake Mary (Lake Mary)	2	1	1	0	0	0	0	2
Largo (Largo, FL)	2	4	0	0	0	0	0	4
Lyman High School (Longwood, FL)	2	7	5	0	0	0	0	12
Merritt Island	2	0	2	0	0	0	0	2
Mesivta	2	0	1	0	0	0	0	1
Miami Beach SH	45	46	52	16	6	2	19	141
Miami Country Day	4	2	8	0	0	0	0	10
Miami SH	16	10	8	1	1	0	7	27
Miami Springs SH	10	6	4	1	0	0	3	14
Miramar	2	0	2	0	0	0	0	2
Norland	56	28	25	13	1	2	11	80
North Fort Myers	1	0	1	14	0	0	0	15
North Miami Beach	50	57	62	10	5	3	15	152
North Miami Senior	45	22	16	8	3	2	17	68
Northwest Christian	4	2	0	2	0	0	0	4
Northwest Miami	12	5	4	3	0	0	0	12
Nova	3	34	26	0	0	0	0	60
Palmetto	35	118	98	19	10	7	0	252
Pine Crest (Ft. Lauderdale)	49	4	2	0	0	0	58	64
Piper (Sunrise)	2	6	1	0	0	0	0	7
Rabbi A.S. Gross	4	2	4	0	0	0	0	6
Ransom Everglades	4	6	2	0	0	0	0	8
Riverview (Sarasota)	1	0	1	0	0	0	0	1
St. Andrews (Boca Raton)	2	4	0	0	0	0	0	4
St. Brenden	4	8	2	-	-	-	-	10
Samuel Wolfson (Jacksonville)	3	2	2	0	0	0	0	4
South Dade Senior High	10	1	2	3	0	1	3	10
South Miami	29	11	11	5	2	2	11	42
South Plantation	6	4	8	1	0	0	0	13

Table 6
(continued)

Grades for Dual Enrollments by Public and
Private High School in Florida
1985-86 Academic Year

High School	Number of Courses	Grades						Total Enrollment
		A	B	C	D	F	Other	
Southridge	30	26	22	5	3	2	18	76
Southwest	44	35	47	22	10	8	9	131
Spanish River (Boca Raton)	18	13	13	1	1	0	1	29
Sunset	65	76	49	0	11	2	59	195
Taravella (Coral Springs)	2	5	15	0	0	0	0	20
University School (Ft.Laud.)	2	1	2	0	0	0	0	3
Westminister Christian	1	0	1	0	0	0	0	4
Winter Park	3	3	1	0	0	0	0	4
Total		807	685	203	64	34	381	2,174

Table 7

Junior and Senior High School Dual Enrollments
by Ethnicity and Gender
Miami-Dade Community College
1983-84* Through 1985-86

COLLEGE-WIDE

Category	Year	Code	Ethnic Category: Black Non-Hispanic Female	Black Non-Hispanic Male	Hispanic Female	Hispanic Male	White Non-Hispanic Female	White Non-Hispanic Male	Other Female	Other Male	Total Female	Total Male	Total
PAVAC	85-86	Y1	27	25	54	51	124	59	7	1	212	136	348
	84-85		16	9	29	31	105	44	4	1	154	85	239
	83-84		8	0	12	12	62	24	1	0	83	36	119
Greater Miami High School in Israel	85-86	Y6	1	0	7	14	196	151	2	0	206	165	371
	84-85		0	0	5	1	31	25	0	0	36	26	62
Individual Student	85-86	Y2	15	11	53	49	41	45	5	6	114	111	225
	84-85		14	20	57	68	62	79	3	5	136	172	308
President's Summer Program for High Achievers	85-86	Y5	18	5	31	26	53	67	5	5	107	103	210
	84-85		9	4	29	30	45	51	5	6	88	91	179
Central Agency/ Jewish Education	85-86	Y7	1	0	10	15	92	80	1	1	104	96	200
	84-85		0	0	6	3	53	46	1	0	60	49	109
Junior High Gifted	85-86	Y4	0	5	1	7	5	20	0	3	6	35	41
	84-85		8	8	3	15	24	48	5	1	40	72	112
Courses at High School Facility	85-86	Y3	1	0	0	3	0	6	2	6	3	15	18
	84-85		0	0	0	4	1	8	1	2	2	14	16
Total All Categories	85-86		63	46	156	165	511	428	22	22	752	661	1,413
Total All Categories	84-85		47	41	129	152	321	301	19	15	516	509	1,025
Total All Cagegories	83-84		8	0	26	23	70	39	1	1	105	63	168

Sources: SRG70J00 1985-86, 1984-83, 1983-84 for Collegewide Other Personal Objectives category.
*Only PAVAC data are given for three years. Other categories were at start-up.

Table 8

Associate in Arts Graduates
Who Were Dual Enrollees
by Discipline at Miami-Dade Community College
Fall 1982 Cohort

Discipline	Program Code	Program Title	Graduates		
			Number	Percent of A.A. Cohort	Number in College Preparatory
Biological Science	A2	Biology	1	1.0	0
Business	04	Business Administration	25	24.3	7
Communications	42	Broadcasting	1	1.0	0
	10	Journalism	3	2.9	1
		Subtotal	4	3.9	1
Computer Info Services	35	Business Data Processing	12	11.7	3
		Computer Science	2	1.9	0
		Subtotal	14	13.6	3
Education	03	Art or Art Education	2	1.9	2
	15	Music or Music Education	1	1.0	0
	38	Physical Education	1	1.0	0
	21	Teaching Elementary	4	3.9	1
	22	Teaching-Secondary	2	1.9	1
		Subtotal	10	9.7	4
Engineering	02	Architecture	4	3.9	2
	44	Aviation and Allied Studies	1	1.0	0
	C6	Chemical	1	1.0	0
	B9	Electrical	7	6.7	2
	C5	Industrial	1	1.0	0
	B8	Mechanical	3	2.9	1
		Subtotal	17	16.5	5
Health Sciences	12	Dentistry	4	3.9	0
	E1	Dietetics	1	1.0	0
	14	Medical Technology	1	1.0	1
	16	Nursing	2	1.9	1
	E2	Occupational Therapy	1	1.0	0
	18	Pharmacy	2	1.9	1
		Subtotal	11	10.7	3
Physical Science	A3	Chemistry	1	1.0	0
Public Service	33	Criminal Justice Administration	4	3.9	1
	11	Law	2	1.9	0
	D3	Political Science	1	1.0	0
	20	Social Work	1	1.0	1
		Subtotal	8	7.8	2
Social Science	06	Economics	1	1.0	0
	26	Psychology	3	2.9	0
	D4	Sociology	1	1.0	0
		Subtotal	5	4.9	0
Non-Specific	12	Pre-Bachelor of Arts	7	6.7	1
		Total	103	100.0	26

Data Source: Transcripts of Fall Term 1982 cohort of dual enrollees who graduated from M-DCC with an Associate in Art degree.

Table 9

Associate in Science Graduates
Who Were Dual Enrollees by
Discipline at Miami-Dade Community College
Fall 1982 Cohort
Academic Year 1986-87

Discipline	Program Code	Program Title	Graduates	
			Number	Percent of A.S. Cohort
Business	76	Accounting	1	7.7
	55	Bus. Data Proces. & Computer Programming	2	15.3
	S8	Fashion Merchandising	1	7.7
	K7	Secretarial Science-Executive	1	7.7
	83	Secretarial Science-General Office	1	7.7
		Subtotal	6	46.1
Health	N4	Dental Hygiene	1	7.7
	M9	Medical Laboratory Technology	1	7.7
	M7	Physical Therapist Assistant Technology	1	7.7
		Subtotal	3	23.1
Public Service	84	Criminal Justice Administration	1	7.7
	CH	*Early Childhood Education	1	7.7
	94	Early Childhood Teacher Assistant	1	7.7
		Subtotal	3	23.1
Technical	56	Electronics Technology	1	7.7
		Total	13	100.0

*Planned Certificate

Table 10

Associate in Arts Dual Enrollees Still Continuing Education*
as of Fall 1986 at Miami-Dade Community College
Fall Term 1982 Cohort

Discipline	Program Code	Program Title	Number	Percent of Discipline	Percent of A.A. Total	Credits** Range	Credits** Total	Credits** Mean	Grade Point Average 0.00-1.99	%	2.00-2.99	%	3.00-4.00	%	No. in SOAP Category
Business	04	Business Administration	11	91.7	22.0	20-67	498	45.3	3	37.5	8	62.5	-	-	4
	45	Fashion Merchandising	1	8.3	2.0	30	30	30.0	1	100.0	-	-	-	-	1
		Subtotal	12	100.0	24.0	20-67	528	44.0	4	33.3	8	66.7	0	0.0	5
Communications	R5	Commercial Art & Graphic Designs	1	50.0	2.0	29	29	29.0	1	50.0	-	-	-	-	1
	B4	English/Literature	1	50.0	2.0	51	51	51.0	-	-	1	50.0	-	-	-
		Subtotal	2	100.0	4.0	29-51	80	40.0	1	50.0	1	50.0	0	0.0	1
Computer Info Services	35	Business Data Processing	3	42.9	6.0	20-56	127	42.3	2	28.6	-	-	1	14.2	2
	A4	Computer Science	4	57.1	8.0	47-79	235	58.8	1	14.3	3	42.9	-	-	1
		Subtotal	7	100.0	14.0	20-79	362	51.7	3	42.9	3	42.9	1	14.2	3
Education	03	Art or Art Education	1	11.1	2.0	52	52	52.0	-	-	-	-	1	11.1	-
	15	Music or Music Education	2	22.2	4.0	37	74	37.0	-	-	2	22.2	-	-	-
	21	Teaching-Elementary	6	66.7	12.0	30-85	342	57.0	-	-	1	11.1	5	55.6	-
		Subtotal	9	100.0	18.0	30-85	468	52.0	0	0.0	3	33.3	6	66.7	0
Engineering	02	Architecture	2	33.3	4.0	61-92	153	76.5	-	-	2	33.3	-	-	1
	B9	Electrical	2	33.3	4.0	71-103	174	87.0	-	-	1	16.7	1	16.7	-
	B8	Mechanics	2	33.4	4.0	22-53	75	37.5	-	-	2	33.3	-	-	2
		Subtotal	6	100.0	12.0	22-103	402	67.0	0	0.0	5	83.3	1	16.7	3
Health	16	Nursing	1	50.0	2.0	64	64	64.0	1	50.0	-	-	-	-	1
	B6	Veterinary Medicine	1	50.0	2.0	38	38	38.0	1	50.0	-	-	-	-	1
		Subtotal	2	100.0	4.0	38-64	102	51.0	2	100.0	0	0.0	0	0.0	2
Physical Science	A3	Chemistry	1	100.0	2.0	49	49	49.0	0	0.0	0	0.0	1	100.0	0
Public Service	33	Criminal Justice Administration	1	100.0	2.0	23	23	23.0	0	0.0	0	0.0	1	100.0	1
Social Science	26	Psychology	1	100.0	2.0	76	76	76.0	0	0.0	1	100.0	0	0.0	0
Non-Specific	00/12	Undecided/Pre-Bachelor of Arts	9	100.0	18.0	12-58	344	38.2	4	44.4	4	44.4	1	11.2	4
		Total	50	100.0	100.0	20-103	2,434	48.7	14	28.0	25	50.0	11	22.0	19

*Excludes dual enrollees who graduated but are still enrolled at M-DCC.
**Credits exclude courses in progress.

Table 11

Associate in Science Dual Enrollees Still Continuing Education*
as of Fall 1986 at Miami-Dade Community College
Fall Term 1982 Cohort

Discipline	Program Code	Program Title	Number	Percent of Discipline	Percent of A.S. Total	Credits**			Grade Point Average						No. in SOAP Category
						Range	Total	Mean	0.00-1.99	%	2.00-2.99	%	3.00-4.00	%	
Business	76	Accounting	1	25.0	10.0	66	66	66.0	1	100.0	-	-	-	-	1
	77	Business Administration	2	50.0	20.0	58-60	118	59.0	-	-	2	100.0	-	-	-
	K4	Legal Secretary	1	25.0	10.0	74	74	74.0	-	-	1	100.0	-	-	-
		Subtotal	4	100.0	40.0	58-74	258	64.5	1	25.0	3	75.0	0	0.0	1
Health	H9	Medical Laboratory Technology	1	25.0	10.0	96	96	96.0	-	-	1	25.0	-	-	-
	82	Nursing	1	25.0	10.0	84	84	84.0	-	-	1	25.0	-	-	-
	N3	Radiologic Technology	1	25.0	10.0	38	38	38.0	-	-	1	25.0	-	-	-
	1K	Respiratory Therapy	1	25.0	10.0	33	33	33.0	-	-	1	25.0	-	-	-
		Subtotal	4	100.0	40.0	33-96	251	62.8	0	0.0	4	100.0	0	0.0	0
Technical	K1	Aviation and Allied Studies	1	50.0	10.0	76	76	76.0	-	-	1	50.0	-	-	-
	66	Career Pilot/Flight Engineer	1	50.0	10.0	66	66	66.0	-	-	1	50.0	-	-	-
		Subtotal	2	100.0	20.0	66-76	142	71.0	0	0.0	2	100.0	0	0.0	0
		Total	10	100.0	100.0	33-96	651	65.1	1	10.0	9	90.0	0	0.0	1

*Excludes dual enrollees who graduated but are still enrolled at M-DCC.
**Credits exclude courses in progress.

Total 12

Associate in Arts Leavers Who Were Dual Enrollees at
Miami-Dade Community College
Fall Term 1982 Cohort

Discipline	Program Code	Program Title	Number	Percent of Discipline	Percent of Total*	Credits			Grade Point Average						No. in SOAP Category
						Range	Total	Mean	0.00-1.99	%	2.00-2.99	%	3.00-4.00	%	
Business	04	Business Administration	29	90.7	14.4	0-75	983	33.9	12	41.4	15	51.7	2	6.9	8
	45	Fashion Merchandising	1	3.1	0.5	13	13	13.0	1	100.0	-	-	-	-	1
	E6	Graphic or Commercial Art	1	3.1	0.5	26	26	26.0	1	100.0	-	-	-	-	1
	E4	Hotel/Motel Management	1	3.1	0.5	28	28	28.0	1	100.0	-	-	-	-	1
		Subtotal	32	100.0	15.9	0-75	1,050	32.8	15	46.9	15	46.9	2	6.2	11
Computer Services	35	Business Data Processing	7	63.6	3.5	6-67	183	26.1	4	57.1	3	42.9	-	0.0	2
	A4	Computer Science	4	36.4	2.0	3-42	76	19.0	4	100.0	-	-	-	-	2
		Subtotal	11	100.0	5.5	3-67	259	23.5	8	72.7	3	27.3	-	0.0	4
Communications	42	Broadcasting	2	66.7	1.0	46-55	101	50.5	1	50.0	1	50.0	-	-	1
	10	Journalism	1	33.3	0.5	21	21	21.0	-	-	1	100.0	-	-	0
		Subtotal	3	100.0	1.5	21-55	122	40.7	1	33.3	2	66.7	-	0.0	1
Education	05	Drama or Drama Education	1	10.0	0.5	26			1	100.0	-	-	-	-	0
	15	Music or Music Education	3	30.0	1.5	16-27	83	27.7	1	33.3	1	33.3	1	33.4	1
	38	Physical Education	2	20.0	1.0	22-47	69	34.5	2	100.0	-	-	-	-	0
	21	Teaching-Elementary	4	40.0	2.0	16-62	145	36.3	2	50.0	2	50.0	-	-	2
		Subtotal	10	100.0	5.0	16-62	297	29.7	6	60.0	3	30.0	1	10.0	3
Engineering	02	Architecture	3	21.4	1.5	12-61	91	30.3	1	33.3	2	66.7	-	-	-
	B7	Civil	1	7.1	0.5	63	63	63.0	1	100.0	-	-	-	-	1
	B9	Electrical	7	50.2	3.5	26-80	307	43.9	1	14.2	3	42.9	3	42.9	1
	C5	Industrial	1	7.1	0.5	16	16	16.0	1	100.0	-	-	-	-	1
	B8	Mechanical	1	7.1	0.5	3	3	3.0	1	100.0	-	-	-	-	1
	25	Ocean	1	7.1	0.5	12	12	12.0	1	100.0	-	-	-	-	0
		Subtotal	14	100.0	7.0	3-80	492	35.1	6	42.9	5	35.7	3	21.4	4
Health	16	AA Nursing	13	62.0	6.5	6-64	363	27.9	6	46.2	6	46.2	1	7.6	6
	13	Dentistry	6	28.6	3.0	15-46	188	31.3	3	50.0	3	50.0	-	-	4
	23	Physical Therapy	1	4.7	0.5	29	29	29.0	-	-	-	-	1	100.0	-
	B6	Veterinary Medicine	1	4.7	0.5	42	42	42,0	-	-	-	-	1	100.0	-
		Subtotal	21	100.0	10.5	6-64	622	29.6	9	42.9	9	42.9	3	14.2	10
Public Service	33	Criminal Justice Administration	3	21.4	1.5	45-59	175	58.3	-	-	3	100.0	-	-	-
	11	Law	8	57.2	4.0	3.70	284	35.5	4	50.0	3	37.5	1	12.5	4
	D3	Political Science	1	7.1	0.5	31	31	31.0	-	-	1	100.0	-	-	1
	20	Social Work	2	14.3	1.0	13-21	34	17.0	1	50.0	-	-	1	50.0	-
		Subtotal	14	100.0	7.0	3.70	524	37.4	5	35.7	7	50.0	2	14.3	5
Social Science	26	Psychology	5	100.0	2.5	7-36	118	23.6	2	40.0	2	40.0	1	20.0	2
Non-Specific	00/12	Undecided/Pre-Bachelor of Arts	47	100.0	23.4	0-90	1,001	21.3	27	57.5	16	34.0	4	8.5	32
		Total A.A. Leavers	157	100.0	78.5	0-90	4,485	28.6	79	50.3	62	39.5	16	10.2	72

*Percent of total leavers includes both A.A. and A.S. degree declarations (N=201)

Data Source: Transcript analysis of Enrollment Codes N O P continuing at M-DCC as Enrollment Codes L M.

Table 13

of Associate in Science Leavers Who Were Dual Enrollees
at Miami-Dade Community College
Fall Term 1982 Cohort
Academic Year 1986-8

Discipline	Program Code	Program Title	Number	Percent of Discipline	Percent of Total	Credits			Grade Point Average						No. in SOAP Category
						Range	Total	Mean	0.00-1.99	%	2.00-2.99	%	3.00-4.00	%	
Health	1A	Nursing ADN: Pre-Select	9	90.0	4.5	6-39	182	20.2	6	66.7	2	22.2	1	11.1	6
	1J	Radiologic Technology: Pre-Select	1	10.0	0.5	48	48	48.0	-	-	1	100.0	-	-	1
		Subtotal	10	100.0	5.0	6-48	230	23.0	6	60.0	3	30.0	1	10.0	7
Office	R9	Banking & Financial Institutions	1	4.3	0.5	30	30	30.3	1	100.0	-	-	-	-	1
	77	Business Administration	2	8.7	1.0	38-51	89	44.5	-	-	2	100.0	-	-	-
	55	Business Data Processing & Computer Programming	2	8.7	1.0	21-25	46	23.0	2	100.0	-	-	-	-	-
	K7	Secretary-Executive	8	34.8	4.0	6-56	251	31.4	3	37.5	5	62.5	-	-	5
	K4	Secretary-Legal	6	26.1	3.0	12-22	113	18.8	5	83.3	1	16.7	-	-	4
	83	Secretarial Science	2	8.7	1.0	3-15	18	9.0	2	100.0	-	-	-	-	1
	K3	Travel & Tourism	2	8.7	1.0	6-24	30	15.0	2	100.0	-	-	-	-	2
		Subtotal	23	100.0	11.5	3-56	577	25.1	15	65.2	8	34.8	-	-	13
Public Service	94	Early Childhood Teacher Education	2	100.0	1.0	14-33	47	23.5	2	100.0	-	-	-	-	2
Technical	90	Aviation Administration	1	12.5	0.5	24	-	-	1	100.0	0	0	0	0	1
	K1	Aviation & Allied Studies	2	25.0	1.0	17-19	36	18.0	1	50.0	1	50.0	-	-	1
	66	Career Pilot/Flight Engineer	1	12.5	0.5	12	12	12.0	-	-	-	-	1	100.0	-
	R5	Commercial Art & Advertising Design	1	12.5	0.5	12	12	12.0	1	100.0	-	-	-	-	1
	56	Electronics Technology	2	25.0	1.0	74-75	149	74.5	-	-	1	50.0	1	50.0	-
	57	Graphic Arts	1	12.5	0.5	9	9	9.0	-	-	1	50.0	-	-	-
		Subtotal	8	100.0	4.0	9-75	218	27.3	3	37.5	3	37.5	2	25.0	3
		Total A.S. Leavers	43	100.0	21.5	3-75	1,072	24.9	26	60.5	14	32.5	3	7.0	25

*Percent of total leavers includes both A.A. and A.S degree declarations (N=200).

Data Source: Transcript analysis of enrollment codes N, O, P, continuing at M-DCC as enrollment codes L, M.

Table 14

Unduplicated Dual Enrollment in Florida Community Colleges
1984-85 Academic Year

Community College	Number of Participating High Schools	Number of Enrollments	Percent System-Wide
Brevard	8	27	0.6
Broward	14	92	2.2
South Florida	7	115	2.7
Chipola	11	223	5.3
Daytona Beach	9	86	2.0
Edison	8	92	2.2
Florida Junior	1	4	0.1
Florida Keys	1	1	0.0
Gulf Coast	7	401	9.5
Hillsborough	1	17	0.4
Indian River	6	73	1.7
Lake City	6	77	1.8
Lake Sumter	8	96	2.3
Manatee	3	55	1.3
Miami-Dade	28	413	9.8
North Florida	5	162	3.8
Okaloosa Walton	3	55	1.3
Palm Beach	10	99	2.3
Pasco Hernando	5	37	0.9
Pensacola	10	98	2.3
Polk	4	21	0.5
St. Johns River	2	79	1.9
St. Petersburg	14	600	14.2
Santa Fe	7	523	12.4
Seminole	4	45	1.1
South Florida	6	32	0.8
Tallahassee	10	139	3.3
Valencia	9	561	13.3
Total	207	4,223	100.0
Mean 150.8			
Median 80			

MIAMI-DADE COMMUNITY COLLEGE

CAMPUSES
MEDICAL CENTER
NEW WORLD CENTER
NORTH CAMPUS
SOUTH CAMPUS

ADDRESSES
[illegible]
11380 N.W. 27th Avenue
11011 S.W. 104th Street

TELEPHONES
(305) 547-1347
(305) 571-4700
(305) 696-4221
(305) 596-1101

MIAMI-DADE COMMUNITY COLLEGE

DISTRICT ADMISSIONS AND REGISTRATION SERVICES

HIGH SCHOOL – MIAMI-DADE COMMUNITY COLLEGE DUAL ENROLLMENT PROGRAM

This form (Parts I and II) should be completed and submitted with a regular application for admission to Miami-Dade Community College at least 30 days prior to the requested term of enrollment. See general information and procedures on the reverse side of this form.

PART I – APPLICANT PERSONAL INFORMATION ● ☐☐☐ ☐☐ ☐☐☐☐ Social Security Number _____ Birth Date

_____
Student Last Name First Middle Current Enrollment Year (Senior, Junior, Soph.)

_____
Student Address City Zip Expected Graduation Date

REQUESTED TERM OF ENROLLMENT

☐ Fall (Aug.-Dec.) ☐ Winter (Jan.-Apr.) ☐ Spring (May-June) ☐ Summer (June-July)

HOME CAMPUS CHOICE

☐ North 100 ☐ South 200 ☐ New World Center 300 ☐ Medical Center 400

I have thoroughly read and will comply with the requirements and procedures on the reverse side of this form. I intend to pursue a postsecondary degree following graduation from high school, and I understand the College may provide a transcript of my grades to the high school each term.

_____ _____ _____ _____
Student Signature Date Parent Signature Date

PART II – HIGH SCHOOL SECTION ● INDICATE DUAL PROGRAM AND COURSE(S)

PROGRAM _____
PAVAC, Individual, Mathematics, Jr. Hi Gifted, Gov. Sum. Prog., Other

Miami-Dade Community College courses will be accepted* by the high school for graduation purposes.

Course Abb/Number	Course Title	YES	NO
_____	_____	☐	☐
_____	_____	☐	☐
_____	_____	☐	☐

_____ _____ _____
Signature of High School Guidance Counselor High School G.P.A. Date

*Successfully completed Miami-Dade Community College courses that will apply toward the student's high school graduation will be posted to the secondary school permanent record.

_____ _____
Signature of High School Principal Date

_____ ☐ Public ☐ Private
High School Name

_____ _____
Location of High School Telephone

AFFIX OFFICIAL HIGH SCHOOL SEAL

PART III – M-DCC ADMISSIONS AND ENROLLMENT APPROVAL ●

Approved for Admission ☐ Yes ☐ No

_____ _____
Signature of M-DCC Advisor/Counselor Date

_____ _____
Signature of Admissions Officer/Registrar Date

GENERAL INFORMATION AND PROCEDURES – READ REVERSE SIDE

MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP

AR Form 1p (Rev 10/83)

(See Reverse Side for Instructions)
PLEASE TYPE

Term Enrolled:
☐ Fall ☐ Spring ☐ Summer

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
COMMUNITY COLLEGE/UNIVERSITY REIMBURSEMENT REQUEST FOR INSTRUCTIONAL MATERIALS ISSUED TO AN ELIGIBLE PUBLIC HIGH SCHOOL STUDENT EARNING CREDIT TOWARD HIGH SCHOOL GRADUATION

Distribution:
White copy: Florida Department of Education
Blue copy: Community College/University
Yellow copy: High School

1. STUDENT NAME - Last, First, MI	2. SOCIAL SECURITY NO.	3. HIGH SCHOOL	4. SCHOOL DISTRICT	5. COMMUNITY COLLEGE/UNIVERSITY

6. SCHOOL SITE/COURSE NO.-NAME/ CREDIT HOURS (Do not abbreviate course name)	7. INSTRUCTIONAL MATERIALS RECEIVED BY STUDENT TITLE	EDITION	PUBLISHER	8. COMMUNITY COLLEGE/ UNIVERSITY COST
School Site: Check one ☐ H.S. ☐ C.C. ☐ Univ. Course Number: _____ Course Name: _____ Credit Hours: _____				
School Site: Check one ☐ H.S. ☐ C.C. ☐ Univ. Course Number: _____ Course Name: _____ Credit Hours: _____				
School Site: Check one ☐ H.S. ☐ C.C. ☐ Univ. Course Number: _____ Course Name: _____ Credit Hours: _____				
		9. TOTAL REIMBURSEMENT REQUEST		$

10. HIGH SCHOOL CERTIFICATION
The above courses are not remedial in nature, not duplicates of those available at the high school, nor is physical education included, and this student has demonstrated a readiness to engage in postsecondary work through the Dual Enrollment program outlined in Section 236.081(1)(h), F.S. and (if attending a community college) an officially approved agreement required by 6A-10.241, FAC. These courses, when successfully completed, will be accepted as credit toward high school graduation.

Signature of Principal or Designee Date

11. STUDENT CERTIFICATION
I intend to pursue an associate (or baccalaureate if state university) degree. I have enrolled in the above courses, and the instructional materials as specified for these have been received at no cost to me.

Signature of Student Date

12. COMMUNITY COLLEGE/UNIVERSITY CERTIFICATION
This student is a public high school student who is earning credit toward high school graduation through the Dual Enrollment program as provided in Section 236.081(1)(h), F.S. The courses provided this student are academic in nature and, when successfully completed, the credits earned may be applied toward an associate (or baccalaureate if state university) degree. The instructional materials provided are required for the courses.

Signature of President or Designee Date

ESE 542
Exp. 06/30/87

Appendix C

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Biological Sciences								
Marine Biology	4	0	4	1	1	0	0	6
Introduction to Oceanography	4	2	1	2	0	0	0	5
Introductory Chemistry	1	0	1	0	0	0	0	1
D.I.S. Organic/Biochemistry	5	3	1	0	0	0	1	5
Survey Organic/Biochemistry	5	3	0	0	1	0	1	5
Intro Instru/Anat/Lab	3	4	0	0	0	0	0	4
Microbiology	11	5	3	6	0	0	1	15
Microbiology Laboratory	11	9	5	0	0	0	1	15
Pathogenic Microorganisms	11	7	2	5	0	0	1	15
Total		33	17	14	2	0	5	71
Communication								
Oral Interpretation	5	7	2	0	0	0	0	9
Argumentation/Debate	9	18	0	0	0	1	0	19
Forensics Lab	13	24	2	0	0	4	0	30
Total		49	4	0	0	5	0	58
Computer and Information Services								
Database Microcomputers AP	1	1	0	0	0	0	0	1
Fortran Applications	1	1	0	0	0	0	0	1
Conversational Language	7	7	0	0	0	0	0	7
Intro Operating Systems	1	0	2	0	0	0	0	2
D.I.S. IBM Assembly Language	6	7	2	0	0	0	0	9
Advanced Program Concept/Basic	5	1	3	1	0	0	0	5
Study of IBM Assembly Language	6	7	2	0	0	0	0	9
Conversational Language Lab	7	7	0	0	0	0	0	7
Advanced Programming Lab	5	2	1	2	0	0	0	5
Total		33	10	3	0	0	0	46

Appendix C
(continued)

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Education								
Introduction to Education	1	0	1	0	0	0	0	1
Skin and Scuba Diving	4	5	1	0	0	0	0	6
Total		5	2	0	0	0	0	7
Engineering								
Direct Current Circuitry	1	5	7	7	3	2	0	24
Alternating Current Circuitry	1	8	10	3	4	3	0	28
Introduction to Electronics	1	2	8	9	3	2	0	24
Semiconductor Fundamentals	1	1	1	2	2	0	22	28
Total		16	26	21	12	7	22	104
Fine and Applied Arts								
Visual Fundamentals 1	15	10	13	5	4	1	4	37
Visual Fundamentals 2	14	8	16	2	0	0	2	28
Visual Fundamentals 3	12	17	5	0	0	0	2	24
Basic Design 1	17	14	11	6	3	2	5	41
Beginning Design	14	17	9	2	0	0	1	29
Beginning Design	13	6	15	3	0	0	1	25
Drawing	15	6	17	9	4	0	5	41
Figure Drawing	15	7	18	7	0	1	4	37
Studio Exp/2 Dimensions	3	1	0	1	2	0	0	4
Ceramics	7	3	3	0	0	0	4	10
Ceramics 2	3	0	0	0	0	0	4	4
Drawing 2	12	4	3	3	0	0	15	25
Painting 1	17	11	15	5	3	1	3	38
Painting 2	8	3	2	0	0	2	3	10
Introduction to Photography	4	0	4	1	0	0	3	8
Intermediate Photography	6	3	1	1	0	2	0	7
Advanced Photography	3	1	1	0	0	0	1	3
Color Photography 1	7	4	1	0	0	0	7	12
Sculpture 1	1	0	0	0	0	0	1	1
Studio Exp/3 Design	3	0	1	1	1	0	0	3

Appendix C
(continued)

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Fine and Applied Arts, (cont'd.)								
Studio Exp/2 Design	2	0	0	3	0	0	0	3
Advanced Studio Exp/2 Dimension	4	0	3	1	0	0	0	4
Studio Exp/3 Dimension	1	1	0	0	0	0	0	1
Painting	1	0	0	0	0	0	1	1
Modern Dance Technique/Theatre	12	8	7	3	0	0	2	20
Ballet Technique/Theatre	7	4	7	3	0	0	0	14
Jazz Dance Technique/Theatre	13	14	0	0	0	0	8	22
Dance Workshop/Theatre	20	26	15	5	0	0	13	59
Chamber Singers	1	1	0	0	0	0	0	1
Percussion Ensemble	1	1	0	0	0	0	0	1
Chamber Music	2	1	1	0	0	0	0	2
Jazz Workshop	1	1	0	0	0	0	0	1
String Practicum	5	1	1	3	1	0	0	6
String Ensemble	11	10	6	1	1	0	4	22
Jazz Ensemble	10	11	4	0	0	0	3	18
Musical Comedy Workshop	6	6	8	2	1	1	1	19
Piano Seminar	1	1	0	0	0	0	0	1
Theory	12	4	7	3	0	1	5	20
Music Theory and Ear Training	19	1	3	2	0	0	44	50
Theory	9	0	0	4	1	0	10	15
Theory	3	1	1	1	1	0	1	5
Music Theory and Ear Training 2	8	0	2	1	1	0	9	13
Music Theory and Ear Training 3	6	1	1	2	0	1	4	9
Music Theory and Ear Training 4	3	0	2	2	0	0	0	4
Intro to Popular Music Arrangement	1	2	1	0	0	0	0	3
Jazz Piano Sec 1 yr.	1	0	1	0	0	0	0	1
Jazz Saxophone Sec 1 yr.	1	1	0	0	0	0	0	1
Jazz Piano Principles 1 yr.	1	1	0	0	0	0	0	1
Jazz Guitar Principles 1 yr.	1	1	0	0	0	0	0	1
Jazz Saxophone Principles 1 yr.	2	1	1	1	1	0	0	4
Jazz Trumpet Principles 1 yr.	1	1	0	0	0	0	0	1
Jazz Trombone Principles 1 yr.	1	1	0	0	0	0	0	1
Piano - Class	1	0	1	0	0	0	0	1
Piano - Secondary	4	3	2	0	0	0	0	5
Piano Principal	7	10	0	1	0	0	2	13
Percussion - Secondary	3	2	1	0	0	0	0	3

Appendix C
(continued)

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Fine and Applied Arts, (cont'd.)								
Percussion - Principal	5	3	0	0	0	0	2	5
Violin - Secondary	2	1	0	1	0	0	0	2
Guitar - Secondary	3	1	0	0	0	0	2	3
Violin - Principal	1	1	0	0	0	0	0	1
Cello - Principal	1	0	1	0	0	0	0	1
Bass - Principal	2	1	1	1	0	0	0	3
Guitar - Principal	1	0	0	0	0	0	1	1
Vocal Training 1	14	15	7	2	0	0	2	26
Voice - Secondary	15	16	2	2	0	1	39	60
Voice - Principal	12	8	2	2	0	0	3	15
Vocal Training 2	5	5	2	0	0	0	1	8
Flute - Secondary	2	0	1	1	0	0	1	3
Flute - Secondary 1 yr.	1	0	0	0	1	0	0	1
Clarinet - Secondary	1	0	1	0	0	0	0	1
Flute - Principal	4	0	3	0	0	0	1	4
Clarinet - Principal	1	0	1	0	0	0	1	2
Saxophone - Principal	1	1	0	0	0	0	0	1
Studio Theatre Production	13	12	3	1	1	0	1	18
Introduction to Drama	12	11	4	3	2	5	3	28
Theatre Production 1	11	2	4	9	1	0	2	18
Theatre Production 2	11	0	6	9	1	0	2	18
Acting 1	11	2	3	6	1	0	17	29
Basic Principles of Acting	3	2	2	0	0	0	0	4
Musical Theatre	8	5	4	1	0	0	4	14
Dance Mime/Movem Theatre	22	27	15	6	5	0	5	58
Dance Mime/Movem Theatre	20	23	9	6	4	0	8	50
Scene Study 1	6	0	0	0	0	0	9	9
Voice for the Stage	17	8	3	3	0	0	37	51
Acting 2	14	0	0	0	0	0	27	27
Mainstage Production Cast	13	9	5	2	1	0	1	18
Musical Theatre	5	3	4	1	0	0	0	8
Scene Study 2	15	2	3	4	2	0	8	19
Advance Theatre Training	3	3	0	0	0	2	0	5
Total		392	296	144	43	20	349	1,244

Appendix C
(continued)

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Foreign Languages								
Modern Language Field Trip	1	0	1	0	0	0	0	1
Elementary French 1	1	0	1	0	0	0	0	1
Elementary French 2	1	0	1	0	0	0	0	1
Intermediate French 1	1	3	1	0	0	0	0	4
Intermedite French 2	1	1	2	1	0	0	0	4
Intermediate German 1	1	2	0	0	0	0	0	2
Intermediate German 2	1	2	0	0	0	0	0	2
Inter. German/Conversa/Composition	1	1	1	0	0	0	0	2
Elementary Hebrew 1	2	11	5	6	2	0	0	24
Elementary Hebrew 2	2	15	3	2	0	0	0	20
Intermediate Hebrew	1	0	1	1	1	1	0	4
Intermediate Hebrew	1	0	0	1	0	0	0	1
Elementary Spanish 1	2	1	1	0	0	0	0	2
Intermediate Spanish 2	1	0	0	0	0	0	1	1
SPN/Native Speaker 1	1	0	1	0	0	0	0	1
SPN/Native Speaker 2	1	0	1	0	0	0	0	1
Total		36	19	11	3	1	1	71
Health								
First Aid	1	1	0	0	0	0	0	1
Total		1	0	0	0	0	0	1
Letters								
Imaginative Writing Workshop	5	8	0	0	0	0	0	8
English Composition 1	2	0	2	0	0	0	0	2
Basic Reporting	7	9	0	0	0	0	0	9
Journalism Internship	2	4	0	0	0	0	0	4
Editing and Makeup	5	5	1	0	0	0	0	6
Contemporary World Novel	1	0	1	0	0	0	0	1
Total		26	4	0	0	0	0	30

Appendix C
(continued)

Dual Enrollment
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Mathematics								
College Algebra	1	1	0	0	0	0	0	1
Trigonometry	4	2	1	0	0	0	1	4
Analytic Geometry	3	0	0	0	1	1	1	3
Calculus 2	1	0	0	1	0	0	0	1
Introduction to Diffential Equation	1	0	0	0	0	0	1	1
Elementary Linear Algebra	2	4	7	3	2	0	0	16
Introduction to Modern Algebra	2	5	6	2	1	0	0	14
Business Mathematics	1	0	1	0	0	0	0	1
Total		12	15	6	4	1	3	41
Physical Sciences								
Physics w/Apple	2	1	1	0	0	0	0	2
Physics w/Apple Lab	1	0	1	0	0	0	0	1
Physics	1	1	0	0	0	0	0	1
Physics Lab	1	1	0	0	0	0	0	1
Physics	1	0	0	1	0	0	0	1
Physics Lab	1	0	1	0	0	0	0	1
Energy/Natural Environment	1	1	0	0	0	0	0	1
Total		4	3	1	0	0	0	8
Psychology								
Individual in Transition	2	0	0	2	0	0	0	2
Introduction to Psychology	1	1	0	0	0	0	0	1
College Study Skills	2	2	2	0	0	0	0	4
Total		3	2	2	0	0	0	7

Appendix C
(continued)

Dual Credit High School Enrollees
by Discipline, Courses and Grades
Miami-Dade Community College
1985-86

Course Title	Number of High Schools Represented	Grade Distribution						Total Dual Enrollment
		A	B	C	D	F	Other	
Social Sciences								
History of Russia From 1917	5	5	2	0	0	0	0	7
USA-USSR Cont Relations	5	5	2	0	0	0	0	7
The Ascent of Man	5	7	1	0	0	0	0	8
Foundations/Science	5	5	3	0	0	0	0	8
International Relations	47	85	136	0	0	0	1	222
Survey of World Religion 1	3	2	2	0	0	0	0	4
Jewish History and Culture	1	1	0	0	0	0	0	1
Social Environment	1	0	1	1	0	0	0	2
Social Problems	1	1	0	0	0	0	0	1
History--World Civilization to 1715	51	86	140	0	0	0	0	226
Total		197	287	1	0	0	1	486
Grand Total		807	685	203	64	34	381	2,174

Appendix D

Junior and Senior High School Dual Enrollments
by Ethnicity and Gender
Miami-Dade Community College
1985-86

NORTH CAMPUS

Category	Code	Ethnic Category: Black Non-Hispanic Female	Black Non-Hispanic Male	Hispanic Female	Hispanic Male	White Non-Hispanic Female	White Non-Hispanic Male	Other Female	Other Male	Total Female	Total Male	Total
PAVAC	Y1	20	22	23	24	29	21	3	0	75	67	142
Greater Miami High School in Israel	Y6	0	0	0	0	1	0	0	0	1	0	1
Individual Student	Y2	10	3	13	28	14	24	4	3	41	58	99
President's Summer Program	Y5	17	3	16	11	28	38	2	3	63	55	118
Central Agency/Jewish Education	Y7	1	0	1	7	0	5	0	0	2	12	14
Junior High Gifted	Y4	0	4	0	5	0	5	0	0	0	14	14
Courses at High School Facility	Y3	0	0	0	0	0	0	0	0	0	0	0
Total		48	32	53	75	72	93	9	6	182	206	388

Appendix E

Junior and Senior High School Dual Enrollments
by Ethnicity and Gender
Miami-Dade Community College
1985-86

SOUTH CAMPUS

Category	Code	Ethnic Category: Black Non-Hispanic Female	Black Non-Hispanic Male	Hispanic Female	Hispanic Male	White Non-Hispanic Female	White Non-Hispanic Male	Other Female	Other Male	Total Female	Total Male	Total
PAVAC	Y1	6	3	31	27	95	38	4	1	136	69	205
Greater Miami High School in Israel	Y6	1	0	6	14	190	142	2	0	199	156	355
Individual Student	Y2	3	0	25	19	19	9	0	3	47	31	78
President's Summer Program	Y5	1	1	12	14	17	27	3	2	33	44	77
Central Agency/Jewish Education	Y7	0	0	1	0	23	22	0	0	24	22	46
Junior High Gifted	Y4	0	1	1	2	5	15	0	3	6	21	27
Courses at High School Facility	Y3	1	0	0	3	0	6	2	6	3	15	18
Total		12	5	76	79	349	259	11	15	448	358	806

Appendix F

Junior and Senior High School Dual Enrollments
by Ethnicity and Gender
Miami-Dade Community College
1985-86

WOLFSON CAMPUS

Category	Code	Ethnic Category: Black Non-Hispanic Female	Black Non-Hispanic Male	Hispanic Female	Hispanic Male	White Non-Hispanic Female	White Non-Hispanic Male	Other Female	Other Male	Total Female	Total Male	Total
PAVAC	Y1	1	0	0	0	0	0	0	0	1	0	1
Greater Miami High School in Israel	Y6	0	0	1	0	5	9	0	0	6	9	15
Individual Student	Y2	0	7	14	2	8	11	1	0	23	20	43
President's Summer Program	Y5	0	1	3	1	8	2	0	0	11	4	15
Central Agency/Jewish Education	Y7	0	0	8	8	69	53	1	1	78	62	140
Junior High Gifted	Y4	0	0	0	0	0	0	0	0	0	0	0
Courses at High School Facility	Y3	0	0	0	0	0	0	0	0	0	0	0
Total		1	8	26	11	90	75	2	1	119	95	214

Appendix G

Junior and Senior High School Dual Enrollments
by Ethnicity and Gender
Miami-Dade Community College
1985-86

MEDICAL CAMPUS

Category	Code	Ethnic Category: Black Non-Hispanic Female	Black Non-Hispanic Male	Hispanic Female	Hispanic Male	White Non-Hispanic Female	White Non-Hispanic Male	Other Female	Other Male	Total Female	Total Male	Total
PAVAC	Y1	0	0	0	0	0	0	0	0	0	0	0
Greater Miami High School in Israel	Y6	0	0	0	0	0	0	0	0	0	0	0
Individual Student	Y2	2	1	1	0	0	1	0	0	3	2	5
President's Summer Program	Y5	0	0	0	0	0	0	0	0	0	0	0
Central Agency/Jewish Education	Y7	0	0	0	0	0	0	0	0	0	0	0
Junior High Gifted	Y4	0	0	0	0	0	0	0	0	0	0	0
Courses at High School Facility	Y3	0	0	0	0	0	0	0	0	0	0	0
Total		2	1	1	0	0	1	0	0	3	2	5

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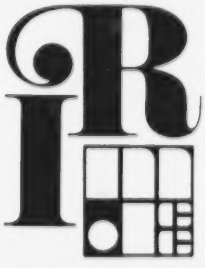

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